DOCUMENT RESUME

ED 136 434 EA 009 358

AUTHOR Yulo, Frank R.

TITLE Educational Service Centers in Connecticut.

INSTITUTION Connecticut State Board of Education, Hartford.
PUB DATE 77
NOTE 75p.; For a related document, see ED 130 435
AVAILABLE FROM Dr. Frank R. Yulo, Study Coordinator, Administration and Supervision Department, Southern Connecticut State College, 501 Crescent Street, New Haven, Connecticut 06515 ($3.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Centralization; *Educational Alternatives; *Education Service Centers; *Intermediate Administrative Units; Program Descriptions; Regional Cooperation; School Demography; *School Organization; State Legislation; State Programs
IDENTIFIERS *Connecticut

ABSTRACT

This publication is the second product of a three-part study funded by the Connecticut State Board of Education pertaining to the operation of educational service centers. This booklet is designed to give the citizens of the state an insight into the development of an educational enterprise that delivers to the school districts and children many educational services that would not be available if it were not for the multipurpose, service-oriented centers. The six educational centers in the state are described in terms of their origin, lists of towns that are active members or potential members and the average daily enrollment of students from these towns, governance, finance, membership, program, and services. Maps of the area served by each center are included. Summary charts, the statutes of Connecticut relevant to the centers, and a bibliography of sources conclude the booklet. (Author/MLF)

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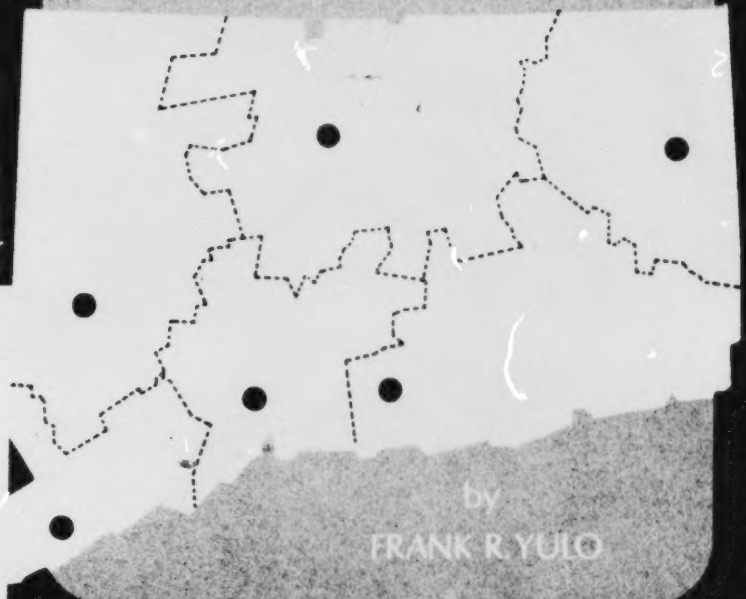

by

FRANK R. YULO

AN IDEA WHOSE TIME HAS COME

IS THE MOST POTENT OF NATURAL FORCES.

Emerson

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Preface

This publication is the second product of a three-part study funded by the Connecticut State Board of Education pertaining to the operation of educational service centers. The first book, published in October 1976, was titled EDUCATIONAL SERVICE CENTERS IN THE U.S.A. and was authored by Dr. Harold S. Davis. It represents the first in-depth history of ESCs in the United States, and because of its demand throughout the country, a second printing is rapidly being depleted. The third report in this series will be "Recommendations for a State-Wide Network of Locally Governed Educational Service Centers in Connecticut."

This Booklet, EDUCATIONAL SERVICE CENTERS IN CONNECTICUT, is designed to give the citizens of the State an insight into the development of an educational enterprise that has been growing the past ten years into a meaningful and vital mechanism for the delivery of educational services to the school districts and children of Connecticut. Many of these services would simply not be available if it were not for these multi-purpose service-oriented centers.

The accomplishment of a study such as this one is dependent upon the cooperation and help of many persons. Throughout the period of my research and writing, it has been my good fortune to have received valuable advice, guidance, and encouragement whenever needed.

Grateful acknowledgement is made to Dr. Harold S. Davis who offered helpful suggestions, criticisms, and guidance throughout the progress of this study and assisted in its writing.

I am grateful to Dr. Samuel M. Brownell for his wise counsel and advice and the preparation of the Foreword to this report. Dr. Brownell is Professor Emeritus at Yale University, having served previously as U.S. Commissioner of

Education, President of Southern Connecticut State College, and Superintendent of Schools, Detroit, Michigan.

I offer my appreciation to Connecticut State Commissioner of Education, Dr. Mark Shedd, for his leadership and guidance and most important his vision of the future. The children of Connecticut and this author say "thank you."

Dr. Catherine V. A. Smith, Vice Chairperson of the Connecticut State Board of Education, did much to keep me "at task." She has given unselfishly of her time, energy, advice and penetrating questioning to this effort. We are in her debt.

And finally, the writer acknowledges the help given by a great group of people, the directors of the six Connecticut ESCs: Peter C. Young of ACES, Dr. Peter Wilner of CES, Dr. John J. Allison of CREC, Francis D. Robinson of LEARN, Leland F. McElrath of NARES, and Russ Butera of RESCUE.

F.R.Y.

New Haven
January 1977

Foreword

Tinkering with school organization is an activity as old as schools. The efforts may be in order to increase school productivity, reduce costs, or to be more responsive to some felt need of parents, teachers, taxpayers or pupils. The evolution of present school organization patterns are those which have survived or evolved from the tinkering. Always schools are and will be faced with conflicting forces seeking greater recognition through organizational changes. The question may well be asked, "Is the development of Educational Service Centers just another example of school organization tinkering that is here today and will be gone tomorrow?"

Control of day by day school operations by local school and school district authorities has been a persistent element of school organization since the establishment of American public schooling. Necessity for reasonable adequacy and continuity in the curriculum and for a degree of standardization in the instructional content and methodology has led to acceptance of the State as the over-all authority for seeing that adequate school services are provided. These potentially conflicting elements underlying school organization have resulted in varied patterns of accommodation from state to state, but in some form have persisted. Securing the best values from centralization of some school services and of decentralization of others has been tried in many ways. Experimentation by rural and small school districts has largely been toward structural consolidation in order to increase available services beyond what small single units could afford. Large urban school districts have concentrated more on ways to decentralize large bureaucratic organizations in order to secure greater responsiveness of individual schools to communities served.

One obstacle to both efforts has been the lack of a mechanism which permitted flexibility in the organizational structure for providing new services or in cooperative endeavors between school districts and units without destroying basic existing structures, and at the same time providing for continuing incentive to keep the structure flexible and innovative.

The presentations in this document provide information on a structural development, Educational Service Centers, which already have shown that they allow some kinds of school practice improvement better than under existing school district and State Department of Education well-established patterns. The underlying theory on which most of them have been established indicates that their development is more than a new form of administrative tinkering.

Those who have made the study and who present herewith their findings have performed a genuine service to educators and lay citizens who may read the document.

Samuel Miller Brownell
Professor Emeritus, Yale University

New Haven
January 1977

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Origins of Connecticut Educational Service Centers

1

INTER-SCHOOL DISTRICT COOPERATION

The concept of local control of education is strongly entrenched in Connecticut and the belief that each community should accept responsibility for providing its own services and facilities is widely held.

Despite the fact that most of Connecticut's 169 towns and cities are relatively small, each represents a school district with characteristic New England pride in local autonomy. From the town of Union with only 107 school-age children to the city of Hartford with more than 28,000 students, 127 of our 169 towns have less than a 5000 pupil base.

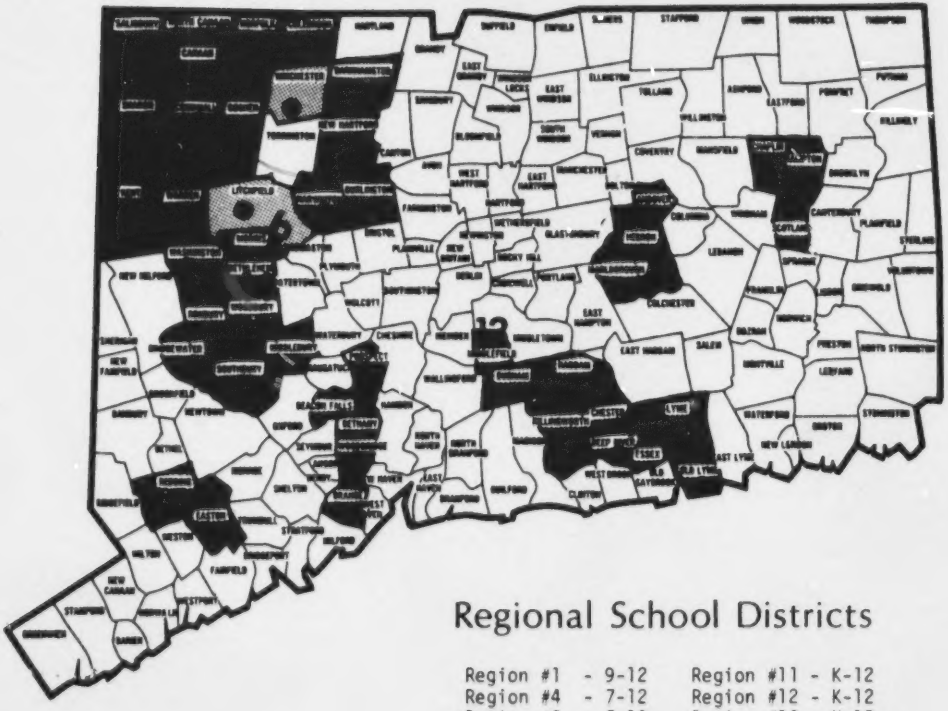
Operating within these psychological and demographic parameters, the Connecticut State Department of Education made the first real effort to help small districts by offering clusters of small towns the no-cost services of a superintendent and an elementary supervisor. Under this arrangement, multi-town cooperative efforts were usually established in the areas of inservice education, curriculum development and group purchasing. Paralleling and later supplanting this effort, the "regional school district" concept took hold on a more formal basis during the 1950's and exists to this day. Regional District No. 1 was formed in the northwestern section of the state through the cooperative efforts of six towns: Canaan, Cornwall, Kent, North Canaan, Salisbury and Sharon. This district, initially regionalized only for grades 9-12, later reorganized its administrative and support staff to

serve all the elementary schools as well. Passage of special legislation in 1959 to permit the formation of the Regional Schools Services Center provided an instrument that could have led to the formation of educational service centers in Connecticut, but the concept did not take hold at that time.

In the mid-'60's to encourage formal regionalization, the state withdrew its free small-town service and instituted a requirement that each town, regardless of size, would have to employ its own administrative and supervisory staff. During the '50's and '60's a growing number of towns recognized the cost-saving value of regionalization and emulated the pioneer District No. 1. Today, sixteen regional districts are in operation with the most recent one formed in 1975 when the towns of Lyme and Old Lyme, at the mouth of the Connecticut River, combined their efforts.

Of Connecticut's sixteen regional districts, nine are organized on a K-12 basis, five cover grades 7-12 and two operate for senior high school only (9-12). Forty-four towns are included in the sixteen districts and most of them are concentrated in the northwestern section of the state.

Regionalization was an attempt by smaller towns to implement sensible economy, cost-effective management, and increased service to children by providing educational opportunities not available within man-made political and geographical boundaries. Despite the evident need for interdistrict cooperation, most towns failed to recognize that it was possible to maintain local control and yet provide a full range of educational services for all children by creating educational service centers. They did not yet understand the concept of bringing together a critical mass of students and resources (both human and fiscal) to meet specific needs at specified times in special locations. It took the passage of federal legislation to drive this point home.



Regional School Districts

Region #1 - 9-12	Region #11 - K-12
Region #4 - 7-12	Region #12 - K-12
Region #5 - 7-12	Region #13 - K-12
Region #6 - K-12	Region #14 - K-12
Region #7 - 7-12	Region #15 - K-12
Region #8 - 7-12	Region #16 - K-12
Region #9 - 9-12	Region #17 - K-12
Region #10 - K-12	Region #18 - K-12

● Town Where High School Is Located

THE FEDERAL IMPETUS

The Elementary and Secondary Education Act of 1965 served as the launching pad for the establishment of educational service centers in the State of Connecticut. This federal legislation was enacted by Congress to assist the states in updating the nation's schools.

Because of an almost universal discontent with some educational practices, Congress earmarked money for different kinds of categorical aid through various titles. It openly encouraged educational cooperation.

Title I provided funds for the improvement of education for disadvantaged youth. Planning grants were made available and districts were invited to pool such funds to hire consultants or a full-time planner to develop regional efforts. Title II concerned itself with strengthening school libraries. Title III or PACE was designed to encourage Projects to Advance Creativity in Education. Title IV aided in the development of regional educational laboratories and Title V encouraged multi-state cooperation to identify and solve common problems.

Although all of these federal funds were helpful, it was Title III that really brought about change in Connecticut. It encouraged innovations in the teaching-learning process by developing, adopting and demonstrating exemplary programs based on proven practices. The state's total dollar entitlement was the only constraint placed on the type of educational problem addressed or on the expenditure for a multi-district project.

It is interesting to note that for the first three years of Title III activities, grants were made directly to local education agencies (LEAs) by the U.S. Commissioner of Education. In fact, five of Connecticut's present six educational service centers were initially funded in this way.

All of the five projects had planning grants varying from one to two years in duration followed by Title III operational grants for a

period of three years. It was thought that since a critical part of the change process is adoption, three years would be enough time to work out the problems in the project, evaluate its worth and, hopefully, make it a regular part of the on-going school scene. Grant support usually decreased during each of the three years of project operation so the LEAs would assume gradually increasing levels of financial responsibility. Fiscal independence was considered to be the final test for the leaders involved in the creation of educational service centers. Could they make their services so valuable that local and state agencies would feel it essential to take on the entire funding responsibility after the withdrawal of federal aid? For the most part, the answer to that question was a clear-cut "yes." As previously indicated, five of the six operating centers trace their beginnings to Title III funding. However, as would be expected, at least two other centers failed in attempts to set up and maintain similar services. Project GROW (Greater Regional Opportunities for Waterbury) was awarded a planning grant in 1968 of some $50,000 but disbanded one year later. Project ASK in the northeast portion of the state operated from 1967 through 1970 with a total three-year allocation of $573,562. Not having firmly established itself, it was phased out in 1970.

Dozens of other Title III projects were funded in the State of Connecticut and several are still operative. One of the best examples is the Talcott Mountain Science Center for Student Involvement. Located on an abandoned U.S. Army NIKE site in Avon, it has been operating since 1967 and is an outstanding model for "hands-on" science education. It serves many towns, but has a single purpose: science education.

Another example of a single-purpose center is the now defunct Connecticut Suburban and Shoreline Educational Computer Center which was established in Hamden. This center was funded from 1967 to 1970 for a total of $492,378 and continued to exist until 1975. During that period of time it actively served some seventeen cities and towns, but for a

single purpose: computer service. Even though it is no longer operative, it made a major contribution to the LEAs by getting them to utilize computer technology in their educational programs as well as in business and administrative operations.

Although such single-purpose centers serve a purpose, without question the greatest impact of Title III has been through the development of multi-purpose, cooperative educational service centers. Educational historians of the future will certainly point to the passage of the ESEA Act in 1965 as the single piece of legislation that did most to create an unparalleled new thrust in American education. With this in mind, we now turn our attention to the development and growth of educational service centers in Connecticut.

Currently Accepted ESC Boundaries

Location of Office

1. ACES....Area Cooperative Educational Services
2. CES.....Cooperative Educational Services
3. CREC....Capitol Region Education Council
4. LEARN...Long-Range Educational Assistance for Regional Needs
5. NARES...Northeastern Area Regional Educational Services
6. RESCUE..Regional Educational Services Concept through United Effort.

ACES 2

ACES, an acronym for Area Cooperative Educational Services, serves the south central region of Connecticut. Its membership includes 19 of the 27 towns in its geographic area. Of the 151,748 school-age children in the ACES area, 115,543 are in member districts and represent 76.1% of the potential, based upon current, locally developed boundaries.

From a staff of two and a budget of $60,000 in 1969, ACES has expanded to a staff of 175 and a budget in excess of $3,500,000 in 1976. It maintains a central office in a rented church-school building at 800 Dixwell Avenue in New Haven and houses its many programs in eight other rented facilities strategically located throughout its geographic area.

ORIGIN

Like the other five educational service centers in Connecticut, ACES is the product of local school officials who recognized the need for and desirability of working together on various educational projects. Heretofore, these local districts had worked independently on curriculum development, inservice education of staff and similar problems. Some programming had been done between districts, particularly in the area of special education, but these were usually one-year arrangements that had to be re-established annually and, therefore, were rather uncertain.

In 1969 a number of school superintendents in the Greater New Haven Area, recognizing the opportunities under Title III of the Elementary

ACES DEMOGRAPHY

ACTIVE MEMBERS

Town	Resident ADM
1. Bethany	1,145
2. Woodbridge	1,915
3. Derby	2,337
Regional District #13	2,416
4. Durham	
5. Middlefield	
6. Seymour	2,930
7. North Branford	3,231
8. Orange	3,552
9. Branford	4,586
10. Cheshire	5,192
11. North Haven	5,555
12. East Haven	5,612
13. Middletown	6,166
14. Wallingford	8,446
15. Hamden	9,167
16. West Haven	9,352
17. Meriden	11,159
18. Milford	11,489
19. New Haven	21,293
Regional District #5 (7-12) (Bethany, Orange, Woodbridge: ADM included above)	
	115,543

POTENTIAL MEMBERS

Town	Resident ADM
1. Oxford	1,478
2. Cromwell	1,867
Regional District #16	2,543
3. Beacon Falls	
4. Prospect	
5. Ansonia	3,508
6. Wolcott	4,059
7. Naugatuck	5,435
8. Waterbury	17,315
	36,205

and Secondary Education Act of 1965 administered by USOE, prepared a proposal on behalf of their towns to facilitate cooperative arrangements. The North Haven Board of Education offered to act as the fiscal agent for the grant and the Connecticut State Department of Education, agreeing that the plan had merit, provided funding.

Over a three-year period, ACES received some $743,970 in federal funds to establish itself as a locally governed, multi-purpose educational service center.

It is important to note that ACES' origins were firmly rooted in the school districts that created it. Local control was preserved. The grassroots origin rested largely on the countless hours given by area school district boards of education and staff who served on a multitude of committees in order to develop plans for the years ahead.

After ACES was created as an entity and fleshed out, it was natural that questions of organizational structure and governance should arise. While the North Haven Board of Education was truly responsible for ACES as the recipient of the grant, it was clear that as a regional effort ACES should have regional guidance.

GOVERNANCE

By joining ACES, local towns are represented on the ACES Board of Directors and are eligible for the full range of services and programs offered by the agency. The directors are to ACES what a school board is to a local district. In addition, ad hoc advisory committees serve as needed. There is representation on the Board of Directors from private and parochial schools as well as colleges and universities which are involved in or concerned about ACES programming.

Each constituent board of education (i.e., 19 towns and Amity Regional District #5) elects one member to serve on the ACES Board of Directors, giving it a governing board of twenty persons. There are also two non-voting members, one representing the area colleges and

universities and the other representing the private and parochial schools, both elected by the ACES Board of Directors.

As area educational service centers began to expand their operations in Connecticut, the General Assembly created Section 10-158 of the Connecticut General Statutes which empowered interdistrict committees to receive their own grants and to handle their own affairs. Connecticut General Statute 10-158b and c permitted interdistrict cooperation in a variety of educational efforts beyond those funded by Title III. This legislation proved inadequate to meet ever-expanding needs, however, and the General Assembly enacted Connecticut General Statute, Section 10-66 (effective July 1, 1972), which allowed a move from mere cooperation to a regional educational service center concept. ACES and four of the other five centers now function under Section 10-66 of the Connecticut General Statutes.

FINANCE AND MEMBERSHIP

ACES currently operates with a budget of approximately $3.5 million, half of which is generated from fees paid by participating members for ACES' services, and half of which comes from state and federal grants. The service center now administers about 60 such grants which provide direct services to school systems. The Connecticut State Department of Education, the United States Office of Education and the National Institute of Education are also clients for ACES' services.

Membership fees represent a very small amount of ACES' total receipts, so membership is not a fiscal decision. Member districts with a student population less than 1000 pay $150 per year (only Bethany falls in that category), school systems with a pupil population over 1000 pay $250 annually and a non-public school pays just $25. Thus, most of the funds generated come from the purchase of a specific service for a child, a group of children, a school building or an entire school system.

Some services are available free to all school districts in the area

regardless of membership status. This happens when the State Department of Education elects to fund the center for a specific purpose. For example, Career Education Centers were established in all six of the educational service centers in Connecticut to serve 100% of the children and youth in the state attending both member and non-member schools.

PROGRAM AND SERVICES

ACES has developed in the last seven years as a fine example of a multi-purpose regional educational service center. With single-minded clarity, this ESC is committed to discovering and implementing qualitative and cost-effective ways to better serve the educational needs of children in the region and the professional community devoted to their growth and development.

Special Education ACES' Village Street School in North Haven houses a variety of programs for exceptional children.

Fifty-three children and young adults, 3.8 to 21 years of age, come from 21 different towns to participate in the program for the physically handicapped carried out by a half-dozen certified teachers, a physical therapist, a medical consultant and several teacher aides. Entering students who are unable to function in the traditional school setting are moved patiently from one achievement to another as they acquire basic life skills and develop their intellectual abilities-- often found to be average or better. Some children, after intensive work, return to their home school districts either in special classses with support help or, in some instances, to regular classrooms.

Nearly 100 other children, age five to 15, are also served at Village Street School in programs which exceed the capabilities of special education classes and facilities of the individual member districts. These children have been identified by planning and placement teams within their home districts as learning disabled, emotionally disabled, neurologically impaired, language impaired or autistic children. Techniques of behavior

modification, positive reinforcement, individualized programming and team teaching are utilized to enhance the social and academic growth of youngsters and prepare them for return to their home schools.

ACES maintains a Pre-School Diagnostic Center at Village Street School. A full-time diagnostician and special education teacher provide services to school districts, nursery schools, parents and others who deal with the learning-troubled and/or handicapped pre-schooler.

The comprehensive program of ACES to promote the educational progress of hearing-impaired children is located in two public schools, one in North Haven and one in East Haven. Four teaching specialists and a speech clinician implement a highly individualized program with an emphasis on integration in the regular school program wherever and whenever possible. The program is now caring for children in grades K-12.

With a planning grant, ACES presently is developing curricula and resources for the handicapped gifted/talented. Teams of skilled artists, who have received special education training, are involved in the evaluation of disabled students who have creative potential. While the thrust of the program is in the creative arts, the design also includes identification and programming for the academically gifted child who is handicapped.

The Education Center for the Arts ECA is housed by ACES in an old, completely renovated New Haven synagogue and offers instructional programs and staff services designed to meet the needs of secondary students with potential talent in the performing and visual arts. Professional artists instruct 125 students each afternoon from 13 Greater New Haven Area high schools. These students receive credit at their local schools for their work at the Center in the visual arts, dance, music and theatre movement. Program approval by the Connecticut State Department of Education also allows the participating towns to receive reimbursement.

ECA's Arts Hall, in a program co-sponsored by the Connecticut Commission on the Arts and the New Haven Arts Council, is made available to

local and national companies of performing artists, thereby providing further enrichment opportunities for both youth and adults in the area.

Other ECA programs under the ACES umbrella include the Title III Urban Arts Program aimed at intensifying art experiences for middle school students. More than 400 young people have attended weekly sessions to develop creative skills. An additional 200 seventh and eighth graders engage in weekly multi-arts activities made available through Title VII funds and the Center for Theatre Techniques of the American Shakespeare Theatre.

Several member districts of ACES have engaged ECA staff members to provide professional development services for classroom teachers, administrators and school board members.

Career Education Services Center "Intensive, aggressive and comprehensive" are words which have been used to describe ACES' career education program. A director, the resource coordinator, three career education specialists (that function at the elementary, middle school and secondary levels), a career specialist for the handicapped, a vocational-technical specialist and a director of the East Shore Career Education Center offer an array of services.

The collection of materials available, worth over $25,000 on the commercial market, includes journals, books, films and film-strips as well as locally developed, unpublished resource materials. A monthly newsletter (FACETS) keeps ACES clients informed of new acquisitions. The CE Services Center hosts a regional CE committee, provides research documentation to meet local needs, offers inservice activities to local school district personnel, and works with member districts in planning, implementing and evaluating career education activities.

ACES' computer makes a Guidance Information System available to local schools, providing a broad range of information on scholarship and financial aid programs, major academic offerings and admission requirements in the four-year and two-year college files. In addition, the

computerized program offers extensive information, developed by USOE, on fifteen occupational and vocational clusters. Instantaneous retrieval of information via computer terminals placed in member schools helps students "get the facts" upon which to make effective career decisions.

ACES has been the catalyst for the development of the East Shore Career Education Center through which four communities have developed cooperative CE programs. In a cost-effective manner, without duplication of effort, each community offers special instruction in career fields which is available to students in all four towns.

The Materials Duplication Cluster at ACES' central headquarters gives several high school youth with learning handicaps opportunities for work experience operating office machines and printing equipment. CESC staff members assist professionals throughout the area in career development programs for the handicapped. ACES assists in this effort by identifying and processing handicapped youth who can best be educated within one of the state vocational technical schools, and the expanding program will provide support services as needed to both the youth and the school during the period of enrollment.

Educational Resources Center The well-known time-lag between educational research and implementation is a frustrating reality to the educational community-at-large. One factor contributing to this situation has been the problem of accessibility to needed information. Grants from the National Institute of Education (NIE) and the Connecticut State Department of Education have enabled ACES to be responsive to the increasing demand for research data. Through ERC's interactive, on-line computer terminal (linked nationally to a giant Lockheed computer in California) the staff can gain access within seconds to 7.8 billion individual pages of information drawn from education and related fields and stored in a total of 39 national data banks.

Included in the retrieval system is the Educational Resources Information Center (ERIC) through which annotations can be obtained of journal

articles from the Current Index to Journals in Education (CIJE), abstracts of documents in microfiche from Resources in Education (RIE), Exceptional Child Education Abstracts (EC), and AIM and ARM abstracts dealing with vocational and technical education. The New York Times Data Bank, the Yale University Data Bank, and numerous other data banks in the fields of science, engineering and business are linked into ACES' Educational Resource Center.

In addition to serving member districts of ACES, ERC is the focal point of service to the other five educational service centers in Connecticut. ERC has conducted "searches" for 140 of the state's 169 towns and has extended its range to provide services to U.S. Army dependent schools in Europe, through the Northeast on a regular basis and, somewhat less frequently, to 23 other states across the country. ERC also compiles abstracts on the expertise and qualifications of educators, administrators, specialists and consultants (the Human Resources System) who are available to provide assistance to local districts. ERC staff members render technical assistance to member districts involved in research and development projects. ERC functions as Connecticut's center for health education curriculum materials and serves as a clearinghouse for health education personnel. The Center has a collection of about 5,000 individualized Learning Activity Packages (LAPs) available to clients at nominal cost. ERC serves as Connecticut's link in the USOE-sponsored National Diffusion Network to facilitate the adoption or adaptation of nationally-validated, exemplary Title III programs in Connecticut schools.

Additional Services Thirty schools in the Greater New Haven Area participate in the Individually Guided Education (IGE) Program, sponsored and administered by ACES. Twenty-two districts utilize the services of the Teacher Application Center which receives credentials from professional aspirants throughout the nation. ACES maintains an extensive film library available to educators, parent groups and community organizations.

The service center's print shop provides low-cost duplication services "in house" and for participating school districts and other educational clients such as the State Department of Education. ACES assumes the responsibility for transporting to and from home school districts the children involved in ACES' special education programs.

ACES serves as the fiscal and administrative agency for the State Department of Education's Migratory Children's Program, a compensatory effort funded under ESEA, Title I, for children of highly mobile, low-income families whose academic achievements reflect both cultural and economic deprivation. Tutorial and counseling programs are offered to migrant children in more than a half-dozen Connecticut school systems, and Multi-Purpose Centers have become operative in ten major urban areas. Academic, recreational and vocational programs are offered in the summer months.

Cooperative Education Services (CES) serves the southwestern section of the state as shown on the map (next page). Of 16 towns and cities in the geographic area, nine are members of CES and govern the center. These member districts contain 107,273 pupils and represent 75.9% of the CES potential.

CES' stated purpose is to encourage participation in cooperative educational programs by considering common concerns affecting public schools and through this effort to improve the quality of public education. The objectives of CES are:

1. To identify on a continuing basis the educational needs of CES member school districts
2. To encourage interdistrict cooperation
3. To develop and introduce programs aimed at identified student needs
4. To provide programs for school districts that reflect high quality and cost-effectiveness
5. To disseminate information which increases awareness and knowledge of the contributions each program makes to the fulfillment of these objectives.

CES differs from the other five centers in that only five of the towns in the 16-town area have student populations of less than 5000 students. The smallest is Easton with 1,402 pupils. In comparison to the rest of the state, this area is a densely populated region due in large part to its proximity to New York City. The central office and some program facilities are based in a rented former schoolhouse at

CES DEMOGRAPHY

ACTIVE MEMBERS

Town	Resident ADM
1. Wilton	4,378
2. New Canaan	4,425
3. Westport	6,741
4. Stratford	9,423
5. Greenwich	10,823
6. Fairfield	11,395
7. Norwalk	16,088
8. Stamford	19,740
9. Bridgeport	24,260
	107,273

POTENTIAL MEMBERS

Town	Resident ADM
1. Easton	1,402
2. Weston	2,404
3. Monroe	3,933
4. Darien	5,022
5. Ridgefield	6,036
6. Shelton	6,917
7. Trumbull	8,331
Regional District #9 (9-12) (Easton, Redding: ADM included by town)	34,045

11 Allen Road in Norwalk. Other programs are located in eight different buildings within the CES area.

ORIGIN

CES started out with a planning grant in 1967 under Title III of the Elementary and Secondary Education Act of 1965 with the acronym SPRED (School Progress Reaches Each District). It received some $642,653 in operational funds over the next three years to establish itself as a multi-purpose educational service center in the Fairfield County area.

Like all of the other centers in Connecticut, CES was the result of local school leaders recognizing the need to do some things together that could not be done as well individually. Despite the area's relatively high concentration of population and resources, the nature of local leadership was sufficient to bring about the center by pointing out its potential for cost-effective service.

In December 1974 the name SPRED was officially changed to CES in order to reflect its major purpose. In the same year, however, CES found a great deal of difficulty in funding all of its agreed-upon programs and almost slipped away into history. Fortunately, local and grassroots leadership prevailed. Today, under new administrative leadership and with a renewed commitment on the policy-making level, CES is reshaping, rebuilding and working to develop a financial structure to serve the needs of the area.

GOVERNANCE

CES operates as a regional educational service center in accordance with Section 10-66 of the General Statutes of Connecticut. Like the others (with the exception of NARES), it started without any legal base of state law. With the passage of CGS 10-158, CES became an interdistrict

committee in 1970 and more recently has established itself under the 1972 law authorizing and encouraging regional educational service centers.

The governing policy-making body of CES is called the Representative Board. Membership in CES entitles a local board of education to one vote at Representative Board meetings. Each local board of education designates one of its members to be its representative and another to serve as alternate. The Representative Board, with a constitution and monthly meetings, functions very much like a local board of education. The Board has officers and four standing committees: finance, policy, nominating and constitution. Other committees may be appointed by the president and approved by the Representative Board.

Member-district Superintendents of Schools are notified of all Representative Board meetings and are encouraged to participate (except for voting) in all Representative Board deliberations.

FINANCE AND MEMBERSHIP

CES' operating budget for the 1976-77 school year is approximately $900,000. Of this amount, some 70% comes from local sources including membership fees. The remaining 30% comes from state and federal sources.

There is a membership fee of 55¢ per pupil which yields only $59,000; therefore, much of the local money must come from the purchase by member towns of needed and specified services offered by CES.

PROGRAM AND SERVICES

As indicated previously, under new leadership and with a new constitution, CES is in a year of serious reassessment regarding the stabilization of its total operation and its delivery of services to member towns. As a result, it is planning and researching with local officials the common needs of member towns in areas such as special education,

vocational education and inservice training. In the meantime, many strong and ongoing programs are in place and serving CES towns.

The High School Center for the Talented in the Arts operates in rented facilities at the University of Bridgeport. It provides an individualized program of instruction and experiential learning for high school students with demonstrated or potential talent in the arts. It covers the broad range of dance, drama, language arts, music and the visual arts. This half-day program enables the talented student to work intensively in his/her particular field. Students remain, however, in the sending high schools for their regular academic programs.

CES, like the other service centers, maintains a state-sponsored Career Education Resource Center which is currently housed at the University of Bridgeport. The center provides films, video tapes, materials and services that assist local school officials and teachers with their career education activities. Staff members plan a variety of career education workshops for teachers and administrators and maintain a career information library for teachers and students.

CES offers computer services to six subscribing towns. Terminals placed in each of the schools are used to obtain a Guidance Information Service and Basic Academic Library Programs, such as Chem Comp and ICSP. Through its computer service, CES provides needed college and occupational information to students, counselors, teachers and parents. Computer programs on computational skills, chemistry statistics, physics, biology, business, consumer education, mathematics and general science are made available directly to students. Orientation workshops on the use of the computer programs are offered for administrators, teachers, counselors, instructional aides and parent volunteers.

Information Services are offered by CES to its member schools, but these are administered through RESCUE under an NIE grant and tied into the system at ACES which feeds into computer data banks throughout the country. An information specialist at CES serves the local schools in

articulating, researching, transmitting and interpreting information needed for educational decision-making. The specialist conducts ERIC searches and contracts with other agencies for additional information, individual consultations or group presentations.

At the request of local school personnel, a Business Office Education Resource Center will open mid-year where business office educators can meet, plan activities, read professional literature and have access to a variety of materials.

CES has been quite active in the broad field of inservice education. It assists local school people in staff development through needs assessments, curriculum development and inservice workshops. Limited funding from the Jessie-Smith Noyes Foundation of New York City has helped make possible these activities.

During the past two years, CES has coordinated state-funded workshops in alcohol education, metric education, teacher evaluation, career education, Title IX, Title IV and Child Find. CES recognizes inservice education as a vital and ongoing area of concern that is ideally suited to the regional educational service center concept. In a related area of service, CES assists member districts in writing grants and helps them seek out sources of funding for special projects.

A 16mm film library is maintained by CES and a regular delivery program serves five towns. A video-tape library is being developed for those communities willing to purchase the necessary hardware.

Similar to most other centers, CES is extensively involved in the operation of special education classes. In Norwalk a program serves a dozen autistic children, aged 6 to 15. In Stratford, CES operates a program for severely learning-disabled children numbering 26 in three groups: pre-school, elementary and secondary. At the Post School in Wilton, CES conducts a program for 30 male secondary school students, emotionally disturbed adolescents who cannot be programmed with females. In Norwalk, a middle school program is conducted for some 15 disturbed

early-adolescent boys and girls. CES also provides first and second level diagnostic services for all member schools. Other special education programs are in the planning stage, with one for hearing-impaired children soon to be implemented.

It is clear that CES will continue to play a major role in the operation and further development of special education services in the Fairfield County area. Local districts are encouraged to mount their own special education programs whenever they are able to do so efficiently and economically, but CES will respond quickly and effectively to those needs that require a regional approach.

CREC 4

Capitol Region Education Council (CREC) has served the north central portion of the state since it began in 1966 and now has 39 towns and cities participating in its programs. With 97.6% (or 193,812) of the area's 198,627 public school children in membership, CREC is the largest educational service center in Connecticut.

CREC's staff of 175 is supported by a four million dollar budget realized from local, state, federal and private sources and is governed by publicly elected officials from the various local boards of education. The purpose of the service center is to encourage cooperative educational programs by considering problems and opportunities affecting public schools and through this coordinated effort to improve the quality of public education. The goal of all its programs is to assist local school systems to identify and meet the diversity of their needs so they may achieve full potential. Each of CREC's programs is designed to address itself to one or more of the following objectives:

1. To identify on a continuing basis the educational needs of the CREC member school districts
2. To increase interdistrict cooperation
3. To stimulate improved local activities
4. To develop and introduce new programs aimed at identified student needs
5. To improve the quality of staff in school districts
6. To increase the school districts' efficiency, effectiveness and economy

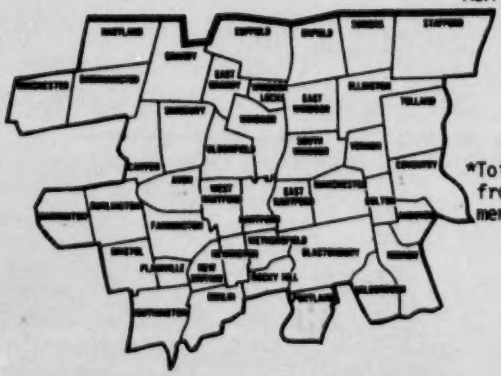
CREC DEMOGRAPHY

ACTIVE MEMBERS

Town	Resident ADM
1. Hartland	367
2. Barkhamsted	650
3. Bolton	930
4. Marlborough	1,020
5. East Granby	1,118
6. Hebron	1,404
7. Somers	1,783
8. Canton	1,807
9. Granby	1,833
10. East Windsor	1,984
11. Portland	1,989
12. Rocky Hill	2,158
13. Suffield	2,172
14. Winchester	2,285
15. Avon	2,290
16. Ellington	2,441
Regional District #10	2,511
17. Burlington	
18. Harwinton	
19. Tolland	2,818
20. Berlin	3,247
21. Farmington	3,313
22. Plainville	3,731
23. Windsor Locks	3,794
24. Bloomfield	4,080
25. South Windsor	5,061
26. Windsor	5,540
27. Wethersfield	5,656
28. Simsbury	5,767
29. Glastonbury	5,927
30. Newington	6,362
31. Vernon	6,997
32. Southington	8,514
33. Manchester	9,860
34. West Hartford	10,963
35. East Hartford	11,157
36. Bristol	11,618
37. New Britain	11,729
38. Enfield	12,518
39. Hartford	28,703
	196,097*

POTENTIAL MEMBERS

1. Andover	541
2. Stafford	2,032
3. Coventry	2,242
Regional District #8 (7-12) (Andover, Hebron, Marlborough: ADM included above)	4,815



*Total includes 2,285 pupils from Winchester which holds membership in RESCUE and CREC

7. To disseminate information which increases awareness and knowledge of the contributions each program makes to the fulfillment of these objectives.

ORIGIN

METRO (Metropolitan Effort Toward Regional Opportunity), a parent organization to the present CREC, began in 1966 as a cooperative project under Title III of the Elementary and Secondary Education Act of 1965. It was established to plan cooperative programs for some 28 boards of education with the Wethersfield Board acting as fiscal agent.

At approximately the same time, a metropolitan council of boards of education independently emerged in an adjacent area centered around Hartford and called itself the Capitol Region Education Council. Because these two developments were taking place at the same time, a common executive officer was appointed for both organizations. Within a short time, it became evident that material advantages could be gained through merger and this was accomplished in 1969. Increased resources opened a number of new opportunities for service that were quickly realized.

Without question, the tremendous success enjoyed by CREC for the past ten years can be traced to grassroots recognition of both local and regional needs pulled together by strong and imaginative leadership.

GOVERNANCE

CREC operates under Connecticut General Statute 10-66 which has been reproduced in its entirety in the appendix of this report. It has a nine-person Board of Directors and a nine-person Professional Advisory Committee made up of selected area superintendents.

The CREC Council is composed of one member elected from each constituent local board of education. This Council, which meets three times each year, oversees the election of the Board of Directors.

Election to the Board of Directors is by town and the towns are rotated to insure representation from various-sized school districts. The Board of Directors functions in the same manner as a local board of education. The Professional Advisory Committee includes nine area superintendents of schools elected annually by the Hartford Area Superintendents Association and acts as an advisory group to the executive director and his Board of Directors.

FINANCE AND MEMBERSHIP

CREC currently operates with a budget of approximately four million dollars. About one-half of that is generated from the fees paid by participating members for services which CREC renders and the other half comes from state and federal grants.

Membership fees represent a very small amount of the income. During 1975-76 these fees accounted for only $68,000. The membership fee that year was 35¢ per pupil and certainly does not represent a burden to any town.

Although the central office for CREC is located at 800 Cottage Grove Road in Bloomfield, the Council operates programs in some 24 separate buildings within its service area.

PROGRAM AND SERVICES

The Capitol Region Education Council is the largest of the ESCs in Connecticut in terms of budget, number of children, school districts and towns served and, as might be expected, variety and scope of programs and services offered.

CREC classifies the latter in four categories: Special Education Programs and Services, Alternative Education Programs and Services, Program Development Services and Programs for Varied Needs.

Programs and services in all categories are available to the 39

member towns and 38 member school districts as needed to adequately serve the nearly 200,000 young people in the region and those responsible for their public education.

Special Education All member districts are served by REACT, the Regional Educational Assessment and Consultation Team, which provides comprehensive diagnostic and consultation services on an ad hoc basis and conducts in-depth evaluations in complicated and/or contested cases regarding placements and programming for children with special needs.

The Squadron Line Elementary School in Simsbury serves as the setting where the multiple-physically handicapped children from ten towns receive remedial instruction, integrated education and speech, physical and occupational therapy. A teacher for the blind who serves in this program also provides direct and supportive services to visually-impaired students in the public schools of seven member towns.

Pre-school and elementary children with hearing impairment are served by CREC at two elementary schools in Wethersfield. Eighteen communities in the Greater Hartford Area take advantage of this year-round program.

The day and extended-day programs of special education for multiple-educationally handicapped and behaviorally disturbed young people, aged 3 to 21, are based in West Hartford. Here each child is tested and placed in an individualized program to help him/her relate appropriately to others, communicate effectively, develop social and academic skills, and receive pre-vocational and vocational training.

CREC's program for trainable mentally retarded students, from pre-school age through 21 years, is located in Plainville. Emphasis in the program is placed on the development of basic skills and pre-vocational and vocational capabilities. Plainville is also the site of CREC's program for educable youngsters and those with learning disabilities who are of upper elementary school age. A program for junior high students with similar needs is conducted at St. Thomas Junior High School in

Southington. Older educable students and senior high school students with learning disabilities are accommodated in a program conducted by CREC in cooperation with the E.C. Goodwin Vocational Technical School in New Britain.

Through the Occupational Education Program, CREC provides skill training in building and grounds maintenance, auto servicing and reprographics to educable mentally retarded, learning disabled and emotionally disturbed students from secondary schools in 10 towns of the Greater Hartford Area. Working with businessmen, instructors implement work-study programs and seek job placements for young people who complete the program.

The above programs are funded primarily through tuition payments, but grants from the State Board of Education for the Blind and the Connecticut State Department of Education make it possible for CREC to offer a high level of services to exceptional children.

CREC serves all the towns in its area through the Pre-School Intervention Program which provides training in remediation techniques to parents of pre-school children who exhibit developmental delays, behavioral disorders and social interaction problems. All staff members receive training at the Early Intervention Expansion Program Center in Nashville, Tennessee.

Through ESEA Title III funding, CREC offers its member towns a Movement Education Program designed to improve the self-image of handicapped children through the use of movement education techniques. In this area of teacher training, CREC serves the entire state by operating through all the educational service centers.

Another ESEA Title III grant funds the Parent Education Program for parents of exceptional children. Leaders are trained to work with parent groups, and a variety of printed materials is developed and disseminated in a seven-town area.

In 1975-76, CREC received funding ($125,000) from the Connecticut

State Department of Education, the Connecticut State Department of Mental Health and USOE to design, implement and operate a comprehensive day and residential regional educational facility for seriously disturbed children. In the first year CREC did the necessary program planning and acquired, through renovation and construction, an appropriate physical plant in East Hartford. Under Section 10-76e of the Connecticut General Statutes, the Connecticut State Department of Education met the full construction costs with a grant in excess of $1.4 million. The first such residential facility to be operated by an educational service center opened in September 1976.

Alternative Education Programs and Services Interested students from high schools throughout the CREC area participate in City Semester. Each student enrolled in this interdisciplinary, issue-oriented approach to urban studies attends a series of seminars led by urban affairs experts and chooses a major area of concentration in which to carry out an independent study project. This Title III program uses the city of Hartford as the resource.

Making use of the YMCA in Hartford as a base of operations, CREC sponsors an alternative to the regular secondary school, known as Shanti. Here learning experiences are offered in a reality environment where the city serves as the classroom. Programs are tailored to the needs of individual students and the entire Shanti community of students, staff, board members and "significant others" participates in decision-making.

CREC's Creative Arts Community offers opportunities to artistically talented students in the Hartford area. Talent development under the instruction of community artists is coordinated with regular school curricula in the areas of dance, drama, music, and the literary and visual arts. The facilities of the University of Hartford Art School, the Wadsworth Atheneum, the Hartford Ballet Company, several Hartford churches and the Wells Turner Library in Glastonbury are utilized. Student applicants and nominees are auditioned and selected for the program and

contracts are arranged between students, artists and CAC staff which set forth the goals and objectives for each student. Progress reports on students are forwarded to their home schools each semester. The CAC program, serving approximately 100 students from 10 communities, is the recipient of a grant from the Roberts Foundation and receives additional funds from both Title III and the State Department of Education.

A government contract under the Comprehensive Employment and Training Act enables CREC to sponsor the Comprehensive Youth Work-Experience Program. Students from disadvantaged backgrounds in nineteen towns receive pre-job orientation, individual and group counseling, educational and work experience to improve their future employability and aid them in making informed career choices. Eligible students are chosen by lottery and CREC selects the employers according to CETA guidelines and their ability to provide meaningful work experience.

Program Development Services CREC provides professional staff development and serves as the resource center for Adult Basic Education in Connecticut. Seven towns were directly served in 1975-76 but the program has statewide impact. The ABE Resource Center prepares and disseminates a bi-monthly newsletter and training packets and maintains a reference collection of ABE materials.

The Wadsworth Atheneum Program is coordinated through CREC and serves all member towns. Through the Council, school districts may obtain instructional materials related to American history and make use of the museum as a resource for teacher training and classroom presentations.

Member school districts may call on CREC to assist with local needs assessment, curriculum development and inservice education programs. CREC conducts staff training programs in a variety of formats and distributes information about successful educational practices and products.

Project Evaluation makes evaluation services available on a limited

and contractual basis to all CREC communities. CREC consultants provide technical assistance, conduct program evaluations, assess planning-programming-budgeting systems, carry out workshops on evaluation, and assist local school districts in complying with P.A. 74-278, the state law concerning teacher evaluation.

CREC's Information Services help member school districts by researching, transmitting and interpreting information needed in educational decision-making. Tied directly into the ERIC network, CREC is able to facilitate the acquisition of information from other data bases by contract with ACES.

Nineteen towns are members of Metro, the service center's multimedia program. A million-dollar media inventory is circulated from the library located in Windsor. Staff members provide instruction and consultation on the effective use of media in the classroom and technical assistance in the production and duplication of media materials.

Programs for Varied Needs The Capitol Region Education Council maintains a Career Education Resource Center to provide information, materials and services to assist member districts in their career education programs and activities. The Center plans a variety of CE programs for local and regional use, distributes instructional materials, operates a statewide career information system (VIEW), serves as liaison between local schools and vocational education programs, and provides an interface for education, business and industry in career education.

Through the CREC/ACES consortium, six towns in the CREC area obtain time-shared/cost-shared computer services.

Approximately 25 towns participate in the CREC-sponsored cooperative purchasing plan. School systems save money by combining orders for instructional paper and supplies, food and cafeteria supplies, athletic and physical education supplies and audio-visual supplies and equipment.

CREC is now involved in a Teacher Education Project. A teacher, a school board member and the superintendent from each of five towns are

working with five faculty members from Central Connecticut State College and representatives of CABE, CAASA, CEA and SNEAC to develop a program leading to a competency-based elementary teacher education program and a provisional certification plan.

LEARN 5

LEARN originally was the acronym for Long-Range Educational Assistance for Regional Needs. Over the years, the wording has been dropped because the center responds primarily to current and immediate needs. Although the future of the educational community remains a concern, long-range planning is not the major thrust of this educational service center.

Project LEARN is a cooperative effort of 19 towns in southeastern Connecticut serving some 32,519 school-aged children in an area with a potential clientele of approximately 70,000 students if the center has the ability and desire to expand.

The objectives of the center, as listed in 1967, are:

1. To illustrate that independent school districts can work co-operatively without surrendering traditional independence
2. To supplement and enrich existing school curricula
3. To provide teacher training opportunities, particularly in the use of new educational technology
4. To provide performing arts and cultural programs
5. To inaugurate demonstration and pilot projects
6. To create cultural and educational links with the community at large.

These original objectives are essentially operative today. As a viable cooperative educational service center must, LEARN has adapted its services and programs to the expressed needs of the local school districts.

The center states in its constitution, as revised in October 1976:

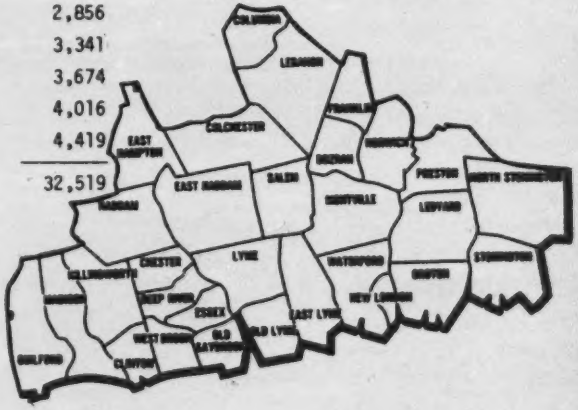
LEARN DEMOGRAPHY

ACTIVE MEMBERS

Town	Resident ADM
1. Franklin	379
2. Salem	445
3. Bozrah	554
4. Chester	673
5. Deep River	893
6. Essex	899
7. Westbrook	1,070
Regional District #18 (8. Lyme, 9. Old Lyme)	1,684
10. East Haddam	1,139
11. East Hampton	2,102
Regional District #17 (12. Killingworth, 13. Haddam)	2,180
14. Old Saybrook	2,195
15. Clinton	2,856
16. Madison	3,341
17. East Lyme	3,674
18. Guilford	4,016
19. Waterford	4,419
	32,519

POTENTIAL MEMBERS

Town	Resident ADM
1. Columbia	837
2. Preston	1,030
3. North Stonington	1,133
4. Lebanon	1,286
5. Colchester	1,899
6. Stonington	3,452
7. Ledyard	4,015
8. Montville	4,420
9. New London	4,500
10. Norwich	7,960
11. Groton	8,516
Regional District #4 (7-12) (Chester, Deep River, Essex: ADM included above, left)	
	39,048



> The primary purpose of this Project shall be to secure and to share resources for educational services which can be provided more effectively and efficiently by cooperative effort. The Project shall provide the framework for a number of towns to share resources and to jointly attain, through regional cooperation, certain educational facilities, advantages and opportunities that would not be feasible on an individual basis. The Project shall also consider problems, opportunities and programs affecting education and shall assist its participating schools to improve the quality of education.

LEARN has its central office in rented facilities at the Island Avenue School in Madison. It is currently planning to open an additional office and program facilities in the Town of East Lyme where public school facilities are available.

ORIGIN

LEARN began in 1966 when the Old Saybrook Board of Education, in conjunction with the Shoreline Superintendents Association, applied for and received a planning grant under Title III of the Elementary and Secondary Education Act of 1965. It received some $608,752 over the next three years under Title III for organizing a regional educational service center.

During the past ten years of operation, LEARN has succeeded as a cooperative venture because of the willingness of the participating towns to work together. Like all of the other multi-purpose regional education centers in Connecticut, LEARN is the product of local officials who recognize that many local needs can be met more effectively through cooperative effort than by working alone.

GOVERNANCE

LEARN is currently operating under Connecticut General Statute 10-158 which authorizes interdistrict committees. It is the only multi-purpose educational service center that has not moved to the 1972 law,

Connecticut General Statute 10-66, which encourages regional educational service centers. (Copies of both these laws appear in the appendix.)

The policy-making functions of LEARN are vested in a group known as the Governing Board. Representation on this board originates from two sources: (1) Superintendents of Schools from each member district and (2) at least one representative of each member board of education elected or appointed by the local board. Each local board of a district with a student enrollment in excess of 2500 students is entitled to two representatives on the Governing Board, and to three, if enrollment exceeds 5000 pupils. The second and third representatives selected by the local board may be board of education members or citizens from the community at large.

FINANCE AND MEMBERSHIP

LEARN operates with a budget of $450,000. Fifty-one per cent of the budget comes from the local districts and the remaining 49% comes from various state and federal funds.

LEARN has a significant annual membership fee of $5.40 per pupil and it would appear that the decision to join LEARN is heavily influenced by this factor. Rather than relying on the "supermarket" concept that exists in the other centers (i.e., buy what you need when you need it), LEARN charges its member districts the basic fee which provides a significant and large range of services. This approach may restrict rapid expansion of new memberships, but does give financial stability to the service center.

PROGRAM AND SERVICES

LEARN services can be found under seven major categories: (1) Instructional Audio-Visual Materials, (2) Inservice Programs, (3) Supportive Management Services, (4) Programs for Exceptional Children,

(5) Career Education, (6) Information and Research Services and (7) Special Education Resource Center.

A very large component of LEARN is within its Instructional Audio-Visual Center. Providing direct services to students and teachers, the Center has a library of AV materials valued at $800,000 including art prints, tape recordings, super 8mm film loops, 35mm film-strips, 16mm motion pictures, slides, transparencies. models, multi-media kits, and sculpture. LEARN provides each teacher in the participating towns with a comprehensive catalog of all audio-visual materials in its inventory and operates a van to deliver and pick up materials at each school on a regular schedule. This is the largest and most actively used audio-visual center in the State of Connecticut. Last year, more than 300,000 items were processed, catalogued, scheduled and delivered.

A major part of LEARN's activity centers on its responsiveness to the expressed needs of teachers for inservice education. Several different kinds of teacher training programs have been sponsored, such as graduate courses in conjunction with local universities and colleges, a series of one-day seminars, conferences and workshops.

Although LEARN does not maintain special education classes at this time, it acts as a coordinator and funding vehicle for those towns requesting such service. It appears that LEARN is ready to respond to the request of local school districts to provide classes for students being identified, as required by state law, as in need of special education. LEARN does maintain a Special Education Resource Center (ASERC) in association with SERC, a division of the Connecticut State Department of Education. The function of this center is two-fold: (1) to provide both human and material resources for developing and improving special education programs through the distribution of information and instructional materials which have proved effective in teaching the exceptional child, and (2) to provide inservice programs for enhancing the teacher's knowledge, skills and techniques in working with children who have

learning problems.

Under the title of Supportive Management Services, LEARN offers its member districts the opportunity to participate in cooperative bulk purchasing of classroom paper, duplicating supplies, cassette tapes, and projection equipment. It maintains an audio-visual equipment repair service and an audio-visual equipment summer maintenance program. Through its interface with ACES, LEARN enables its members to participate in another purchasing plan to obtain instructional, art and custodial supplies.

Career education is addressed very directly in the LEARN area. Member and non-member towns have access to the Career Education Resource Center, funded by the Connecticut State Department of Education with federal monies. LEARN serves all towns by participating in such statewide federal projects as Child Find.

LEARN maintains an Information and Research Service to assist local educators in securing information needed to improve educational programs and encourage program development. Funds for this effort come from NIE (National Institute for Education) and LEARN becomes part of the statewide network operating from the specialized computer center at ACES in New Haven which is linked to data banks throughout the country.

As a regional funding agency, LEARN has served a variety of projects, including (1) the EPDA Statewide Career Education Inservice Program, (2) a data-processing pilot project and staff training program for 23 Connecticut high schools, (3) a "Colloquia on Leadership" (a program for gifted students), (4) a mental health project, (5) a metric education project and (6) a statewide conference on laws relating to education.

LEARN has become a dynamic force for educational excellence in the southeastern, shoreline section of Connecticut. It exists to serve school districts which have regional as well as local needs. If it were not cost-effective the towns would not support it, and something would have to take its place or needs would simply be left unmet.

NARES 6

As the name implies, NARES (Northeastern Area Regional Educational Services) serves the northeastern area of the state as shown on the map. Eleven of the 22 towns in this area are members of NARES and govern the center. Of the 25,323 school-age children in the area, 12,589 are in membership at the center representing approximately 50% of the children.

The stated purpose of NARES is to secure and administer resources for educational services which can be provided to the member towns more effectively, efficiently and economically by a voluntary, cooperative effort. To this purpose NARES endeavors: to identify on a continual basis the needs of the member school systems; to develop new programs and services to meet established needs; to provide resources, both human and material; to meet the varying priorities; to provide information, dissemination and inservice activities as may be deemed appropriate; and to seek out and develop means to provide quality education for all children.

NARES maintains its central office in a rented church school building in Wauregan and operates programs in six different locations throughout the area.

ORIGIN

NARES is the smallest educational service center in Connecticut, based upon school-age children, and is located in the most sparsely populated area of the state. It also is the "baby" of the multi-purpose educational service centers in Connecticut, having started in 1974. It

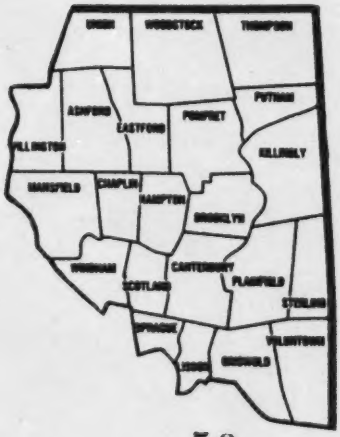
NARES DEMOGRAPHY

ACTIVE MEMBERS

Town		Resident ADM
1.	Eastford	241
2.	Sterling	462
3.	Pomfret	573
4.	Lisbon	713
5.	Canterbury	799
6.	Woodstock	1,084
7.	Brooklyn	1,243
8.	Putnam	1,431
9.	Thompson	1,502
10.	Griswold	1,703
11.	Plainfield	2,838
		12,589

POTENTIAL MEMBERS

Town		Resident ADM
1.	Union	107
2.	Scotland	258
3.	Hampton	279
4.	Voluntown	382
5.	Chaplin	418
6.	Ashford	579
7.	Sprague	588
8.	Willington	876
9.	Mansfield	2,350
10.	Killingly	3,057
11.	Windham	3,840
	Regional District #11 (7-12) (Chaplin, Hampton, Scotland: ADM included above)	
		12,734



filled a vacuum created in 1970 when a former center passed out of existence. That center, named ASK, was one of the earlier projects in the state (1967 to 1970). ASK received Title III funding in the amount of $573,562 with the Coventry Board of Education serving as the agent of record. ASK was not able to bridge the gap between the loss of heavy federal funding and the necessary change-over to local financing and was dissolved.

NARES was established as a direct result of the leadership in the local towns recognizing a real need for a critical mass of students and a critical mass of resources to intelligently and cost-effectively solve some of the educational problems of the area. With the help of the Connecticut State Department of Education, and a grant of $52,480 under Title VI-B of Public Law 91-230, the Educationally Handicapped Act, NARES began by addressing pressing needs in the field of special education.

Although its initial and ongoing thrust is in the special education area, NARES clearly has grown into a multi-purpose educational service center and appears to have a bright and dynamic future as the participating districts continue to define good educational programming.

GOVERNANCE

By joining NARES, the 11 towns are represented on the Board of Directors and are eligible for the full range of services and programs offered by the center. While it began under provisions of the Educationally Handicapped Act, NARES now operates under Connecticut General Statute 10-66 passed in 1972 which embraces the regional service center concept.

The Board of Directors of NARES functions like a local board of education with its members being elected or appointed by the local boards of education. Advisory committees and such other committees as may be appropriate are appointed by the Board of Directors.

FINANCE AND MEMBERSHIP

NARES currently operates with an annual budget of some $450,000 with about 50% of this sum coming from local membership dues and receipts from the sale of direct services to local school districts. The other 50% comes from state and federal sources under a variety of special programs.

Membership fees are significant in the local funding portion. Each member school district pays $4.50 per pupil. Since most of the districts tend to be small, the burden is not great and the dues would not seem to be a barrier to membership.

As with the other centers, some services funded by the state are offered to all school districts in the area regardless of membership status. The Career Education Resource Center is the most current example of this kind of activity. Although the central office for NARES is located in Wauregan, the center operates and maintains programs in several different locations in the area in keeping with the philosophy that programs should be located where they are needed in the region.

PROGRAM AND SERVICES

NARES operates classes for learning disabled, emotionally disturbed youngsters ranging in age from 6 to 13 at the Putnam Elementary School and Sterling Memorial School. The classes for these 30 children focus on the development and education of the total child and programming is highly individualized and both diagnostic and prescriptive.

Social Maturity Classes are held for the 14 to 18-year-old students who fall within the range of the slow learner or educable mentally retarded. The youngsters possess the potential to develop the social, academic and vocational skills necessary for entrance level employment; however, their demonstrated inability to cope effectively with social contacts and their difficulty in managing changes of routine in the

immediate environment have severely restricted peer group acceptance. About 20% to 50% of the instruction is outside the special class.

To the severely learning disabled student, placement in a regular secondary education program can be a devastating experience. NARES has a program for these students to provide the necessary interventions to help them develop academic and social competency in order to achieve success.

For the child who wishes to attend a vocational training program but is underachieving in relation to his/her general level of abilities, the regular program provides a formidable barrier. To facilitate technical training, continuous remediation of specific learning disabilities is needed to support normal academic programming. NARES has a program operating for these students in the H.H. Ellis Regional Technical School located in Danielson.

A pre-school program operates at the Woodstock Public School for children in the 3 to 6 age braket who are not demonstrating readiness appropriate for their age level or are showing an uneven pattern of development. Ongoing assistance is given to parents of children in the program to increase understanding of the child's problems.

NARES has an extensive Speech/Language and Hearing Program. Staff members provide screening and diagnostic services to identify pre-school and school-age children with these problems, consultant services to district planning and placement teams, and programs of direct therapeutic intervention as necessary.

NARES has a full-time educational diagnostician on staff to provide early identification of handicapped children through observation and evaluation of children referred by local school districts for special services.

A Special Education and Career Education Material Resource Center is operated by NARES to meet the need for centralization of educational resource materials for the area towns. It offers a large cross-section

of materials to enhance special education instruction in the local schools and to assist in the development of local programs in the field of career education.

NARES makes a major contribution to inservice education in the northeastern area of the state by conducting staff training programs in a variety of formats which are varied in content to meet the needs of local school systems. The service center disseminates information about successful educational practices and products, relates to the needs of the State Department of Education, and maintains linkages with the colleges and universities of the state as well as with community agencies.

NARES exists to serve the local school districts. It must provide and offer what the local schools need or the districts will not participate or buy its services. Without question, the philosophy of NARES is built upon meeting the needs of the consumer.

RESCUE 7

Regional Educational Services Concept through United Effort, RESCUE, is located in the western area of the state bounded by New York to the west and Massachusetts to the north. It serves 26 communities in a 33-town area with a potential student population base of 60,446 in this 900-square mile area. RESCUE has in membership 48,462 students representing 80.2% of its potential.

RESCUE's central office is located in a renovated farmhouse on Hut Hill Road in Bridgewater, and a northwest office is maintained at the former Litchfield Preparatory School, Goshen Road, Litchfield. Originally it was considered the only interstate Title III project in Connecticut although it no longer serves the several New York border towns which were involved at its inception in 1966.

RESCUE's original goal to provide educational services as defined and needed by its area towns has been realized as the majority of its programs are implemented at the request of local districts. However, it also serves as a catalyst generating innovative ideas and programs for the educational community.

ORIGIN

In 1966 the Danbury Board of Education applied to HEW in Washington for an operational grant under Title III, ESEA, P.L. 89-10 to supplement and enrich the educational activities of 19 towns in western Connecticut. RESCUE was to be an exemplary regional center with the necessary

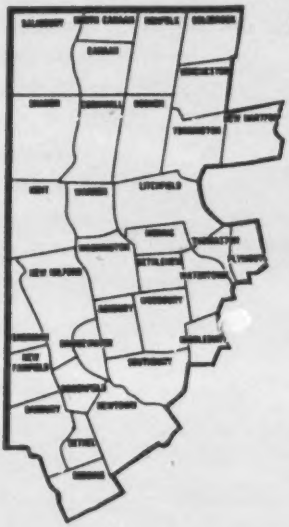
RESCUE DEMOGRAPHY

ACTIVE MEMBERS

Town	Resident ADM
1. Colebrook	231
2. Sherman	427
3. Norfolk	478
Regional District #6	992
4. Goshen	
5. Morris	
6. Warren	
7. New Hartford	1,190
Regional District #12	1,253
8. Bridgewater	
9. Roxbury	
10. Washington	
11. Thomaston	1,440
12. Litchfield	1,768
13. Redding	1,794
Regional District #14	1,976
14. Bethlehem	
15. Woodbury	
16. Winchester	2,285
17. New Fairfield	2,418
18. Plymouth	2.494
Regional District #15	2,828
19. Middlebury	
20. Southbury	
21. Brookfield	3,119
22. Bethel	3,533
23. Watertown	4,459
24. Newtown	4,585
25. Danbury	11,192
	48,462

POTENTIAL MEMBERS

Town	Resident ADM
1. Canaan	204
2. Cornwall	234
3. Kent	423
4. Sharon	445
5. Salisbury	590
6. North Canaan	636
7. New Milford	4,072
8. Torrington	5,380
Regional District #1 (9-12) (Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon: ADM included above)	
Regional District #7 (7-12) (Barkhamsted, Colebrook, New Hartford, Norfolk: ADM included by town)	11,984



administrative units to assist in providing urgently needed educational and cultural services to children, teachers and school systems. Like all other educational service centers in Connecticut, its establishment was the outcome of action by local school officials who wanted to collectively address current needs without giving up local autonomy.

In 1967 RESCUE applied under Title III for some $115,000 to establish a model outdoor education center in New Milford. The purpose was to institute a program of educational experiences which would lead to better understandings of nature and conservation practices. It is interesting to note this activity preceded any significant national concern about conservation. Today the original outdoor center operates as a self-sustaining unit under the governance of the Eliot Pratt Education Center.

GOVERNANCE

RESCUE functions under Connecticut General Statute 10-66 and is governed by a Board of Directors. This Board is comprised of one representative from each local board of education participating in membership. The RESCUE Board of Directors acts in both a policy-making and governing capacity and is responsible for electing its own officers. This is done annually by majority vote.

The Board of Directors is empowered to appoint or elect as many advisory committees as deemed necessary. With one-third of its members constituting a quorum, the Board meets monthly with the RESCUE Director and has developed official by-laws to guide the daily operation of the center.

FINANCE AND MEMBERSHIP

With an original planning grant of some $70,000 in 1966 and operational grants over the next three years of $700,036 under ESEA Title III,

RESCUE has continued to prosper. The RESCUE staff has grown from 11 persons in 1971, when local monies became the main support for the operation, to 76 staff members at the present time. The operational budget has increased from $167,000 in 1971 to about $1 million today. These monies represent approximately 75% of local input and 25% of non-competitive federal and state grants.

Membership fees constitute a very small part of the $1 million budget. Each member school district pays 15¢ per pupil or a minimum of $200 per town. This payment achieves membership and a share in the governance. School districts then select what they need and pay for it when they need it. Cost-effectiveness is accomplished by combining common needs of the towns involved.

PROGRAM AND SERVICES

RESCUE currently runs 18 classes for 132 special education students from 28 towns. Classes are conducted daily at Bridgewater, Litchfield, Norfolk, New Fairfield and New Milford for school-age children identified as autistic, language disabled, hearing impaired, deaf, multiple physically handicapped, trainable mentally retarded, learning disabled, and socially or emotionally impaired. Besides educational activities appropriate to each student's needs, RESCUE provides social and psychological services and physical, occupational or speech therapy when needed. Families and sending schools are included in the planning and implementation of student programming. Bus transportation to RESCUE classes is also provided to districts on a low-fee basis.

During the 1976-77 school year, new programs have been implemented for primary and intermediate TMRs, intermediate gifted and secondary exceptional children in the northwestern region. In the southwestern portion of the RESCUE area, new programs have been developed for teenage parents and for the intermediate gifted. In addition, vocational training has been introduced for TMR, autistic and physically handicapped students.

RESCUE's Instructional Services Program for educators has been growing steadily since the inception of its film library in 1969. A Career Education Center, a Special Education Center, and a Professional Library have been added to the resources available to area teachers. An audio-visual maintenance and repair service is available to area schools through these resource centers. Today, approximately 4,200 learning kits, books, films and film-strips are available on a weekly loan and delivery basis to classroom teachers. A Creative Teacher Center contains 140 game prototypes for language arts, reading, math and career education, and these items are available for teachers to use and copy. Curriculum and activity guides also provide teachers with new ideas and methods for their classrooms. Curriculum workshops are offered bi-weekly during the school year at RESCUE's Bridgewater and Litchfield Centers.

RESCUE has available a curriculum specialist who serves as a consultant to member districts and as a resource for inservice education. To facilitate the flow of information services and resources to its community, RESCUE has an information service specialist funded by an NIE grant.

In one decade, RESCUE has fulfilled its promise to be a responsive, innovative agent promoting and cultivating good education for all its constituents.

Synthesis

At the Fall Conference of the Connecticut Association for the Advancement of Education (CAASA) in November, 1976, Connecticut Commissioner of Education Mark Shedd stated:

> "...Educational service centers can provide creative approaches to some of the educational issues. They may be the most promising organizational intervention in Connecticut education in the '70's."

At the same conference, Dr. Paul Salmon, Executive Director of the American Association for the Advancement of Administration (AASA) stated:

> "...Centers offer a great possibility to enhance and maintain local control of education. LEAs (local education agencies) working together can meet needs that otherwise might have been pushed up to the next level of government.

A serious study of the creation and development of educational service centers in Connecticut leads to the conclusion that a statewide network of locally governed centers is a vital and necessary part of the educational scene.

Some ten years have passed since the first center began in 1966 without any legal basis, except for "agent of record" boards of education. Three years later (1969) Connecticut General Statute 10-158, now referred to as the interdistrict committee law, was passed to provide a legal status for operation. Another three years elapsed before Connecticut General Statute 10-66 was enacted (1972) to give greater definition to the concept of educational service centers.

The six ESCs (Educational Service Centers) that now exist in Connecticut are not only alive, well and growing but hold great promise for the future of education in this State. Because their existence is directly related to their effectiveness, the ESCs must offer quality and dollar savings to their members which no town could achieve on its own. ESCs have few bureaucratic encumbrances and therefore maintain a sharp cutting edge for both educational service and development.

Although each was initiated at the grassroots level in different areas of the state, all six of the ESCs are more alike than different. The following statements clarify their commonalities:

1. They are all controlled locally by governing bodies that function in a manner similar to that of local boards of education.
2. They all receive between 50 and 70 per cent of their funding from local sources; i.e., membership fees and the sale of services.
3. They all provide services in diverse locations and not just at the central office.
4. They all are multi-purpose in nature and are prepared to deal with any needs that school districts feel require a regional approach.
5. They all maintain a Career Education Resource Center.
6. They all maintain a Special Education Resource Center that interfaces with the State SERC (Special Education Resource Center).
7. They all offer diagnostic and prescriptive services to pupil planning and placement teams in the local school districts.
8. They all play an important role in the planning and operation of special education classes.
9. They all have extensive inservice education programs which respond to locally developed areas of need.
10. They all maintain information and dissemination services and are tied in with nationwide computer banks of information.
11. They all serve the State Department of Education, when needed, in special activities such as Child Find.

12. They all offer assistance in grant-writing and fund-seeking.
13. They all maintain strong linkages with community and child-oriented agencies, colleges and universities, the State Department of Education, the United States Office of Education, and the National Institute of Education.

This special list merely delineates the major areas of similarity that distinguish the multi-purpose centers. The detailed descriptions of the activities of each center, in the body of this report, clearly indicate the valuable services they provide. Without question, the future holds great promise for ESCs in Connecticut. In the words of Victor Hugo: "There is nothing in this world so powerful as an idea whose time has come."

Charts

and

Exhibits

Chart 1

EDUCATIONAL SERVICE CENTERS IN CONNECTICUT

Acronym	Name	Starting Date	Office Location
ACES	Ares Cooperative Educational Services	1969	New Haven
CES	Cooperative Educational Services (Formerly SPRED)	1967	Norwalk
CREC	Capitol Region Education Council (Combined with METRO)	1966	Bloomfield
LEARN	Long-Range Educational Assistance for Regional Needs	1966	Madison
NARES	Northeastern Area Regional Educational Services	1974	Brooklyn (Wauregan)
RESCUE	Regional Educational Services Concept through Unified Effort	1966	Bridgewater

Chart 2

FEDERAL (USOE) COMMITMENT TO CONNECTICUT AREA CENTERS

Educational Service Center[2]	Period of Operational Funding	Amount of Funding[1]	Agent of Record - LEA
ACES	7/70 to 6/73	$743,970.00	North Haven Board of Education
CES (SPRED)	3/68 to 3/71	642,653.00	Norwalk Board of Education
CREC (METRO)	7/67 to 6/70	636,415.00	Wethersfield Board of Education
LEARN	7/67 to 6/70	608,752.00	Old Saybrook Board of Education
RESCUE	2/67 to 3/70	700,036.00	Danbury Board of Education
	2/67 to 6/73	$3,331,826.00	

[1] The above amounts of funding were for a three-year operational period. Not included are additional amounts classified as planning grants.

[2] NARES (Northeastern Area Regional Educational Services) was not a Title III ESEA project. It started in 1974 with a grant under Title VI-B of Public Law 91-230, the Educationally Handicapped Act.

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Chart 3

MEMBERSHIP ANALYSIS OF THE 169 TOWNS AND CITIES OF CONNECTICUT IN EDUCATIONAL SERVICE CENTERS

Name	Total Number of Towns/Cities	Number of Member Towns/Cities	Number of Non-Member Towns/Cities	Percentage of Towns/Cities in Membership
ACES	27	19	8	73.0%
CES	16	9	7	56.2%
CREC	41*	38*	3	92.7%
LEARN	30	19	11	63.3%
NARES	22	11	11	50.0%
RESCUE	33	25	8	75.7%
	169	121	48	71.6%

* Excludes one town (a member of two ESCs) counted here with RESCUE

Note: The above analysis is based upon membership status reported by the six Educational Service Centers as of November 23, 1976.

Chart 4

MEMBERSHIP ANALYSIS OF THE 649,029 CONNECTICUT PUPILS IN REFERENCE TO MEMBERSHIP IN EDUCATIONAL SERVICE CENTERS

Name	Total Number of Pupils	Number of Pupils in Membership	Number of Pupils Not in Membership	Percentage of Total Pupils in Membership
ACES	151,748	115,543	36,205	76.1%
CES	141,318	107,273	34,045	75.9%
CREC	198,627*	193,812*	4,815	97.6%
LEARN	71,567	32,519	39,048	45.4%
NARES	25,323	12,589	12,734	49.7%
RESCUE	60,446	48,462	11,984	80.2%
	649,029	510,198	138,831	78.6%

* Excludes one town (2285 pupils) which holds dual membership in CREC and RESCUE

Note: Number of pupils in each town/city taken from "Per Pupil Aid for Public School Operation Paid During 1975-76 on Account of 1974-75 Average Daily Membership - Final Adjustment," published by the Bureau of Grants Processing, Connecticut State Department of Education. Therefore, the most recent, accurate and official count as of September 1976 is for the school year 1974-75.

General Statutes of Connecticut

TITLE 10, CHAPTER 164, PART IVa: REGIONAL EDUCATIONAL SERVICE CENTERS

(Effective July 1, 1972.)

Sec. 10-66a. Establishment. Commencing August 1, 1972, a regional educational service center may be established in any regional state planning area as defined in section 4-124b by four or more boards of education for the purpose of cooperative action by town or regional boards of education to furnish programs and services to the participating boards of education. Except where the pupil population is over fifty thousand in a given planning area, only one regional educational service center may be established in each area. In no case shall there be more than two educational service centers in any area. If, after the establishment of a regional educational service center, boards of education vote to withdraw so that fewer than four such boards are participating, the center shall cease to exist at the end of the subsequent fiscal year. (1972, P.A. 117, S.1.)

Sec. 10-66b. Operation and management. Board. The operation and management of any regional educational service center shall be the responsibility of the board of such center to be composed of at least one member from each participating board of education, selected by such board of education. The board of the regional educational service center may designate from its membership an executive board which shall have such powers as the board of the regional educational service center may delegate and which are consistent with this part. The term of office of members of the board of the regional educational service center shall not exceed four years. Members of the board of the regional educational service center shall receive no compensation for services rendered as such, but may be reimbursed for necessary expenses in the course of their duties. The director of the regional educational service center shall serve as the executive agent of the board of the regional educational service center. (1972, P.A. 117, S.2.)

Sec. 10-66c. Powers of board of center. The board of a regional educational service center shall be a public educational authority and shall have the power to sue and be sued, to receive and disburse prepaid and reimbursed federal, state, local and private funds, to employ personnel,

to enter into contracts, to own real property, and otherwise to provide the programs, services and activities agreed upon by the participating boards of education to said boards of education and to nonpublic schools within the geographic area served by the regional educational service center. The board of a regional educational service center shall have authority, within the limits prescribed by this part and as specified by the written agreement of the participating members, to establish policies for the regional educational service center, to determine the programs and services to be provided, to employ staff including a director of the center, and to prepare and expend the budget. (1972, P.A. 117, S.3.)

Sec. 10-66d. Participation by boards of education and nonpublic schools. Each board of education and nonpublic school in the area served by a regional educational service center may determine the particular programs and services in which it wishes to participate in accordance with the purpose of this part. (1972, P.A. 117, S.4.)

Sec. 10-66e. Payment of expenses. The necessary administrative and overhead expenditures as determined by the board of the regional educational service center shall be shared jointly by the participating boards of education. In addition any participating board of education and nonpublic school shall be required to pay a pro-rated share of the costs of any program or service to which it subscribes. Any commitment made by a participating board of education or nonpublic school with a board of a regional educational service center in accordance with any provision of this part shall constitute a valid obligation within its appropriated or other available funds. (1972, P.A. 117, S.5.)

Sec. 10-66f. Participation in programs of other centers. Joint action by centers. No provision of this part shall limit a board of education from purchasing a desired program or service from another regional educational service center or otherwise entering into an agreement with another board or boards of education to secure such program or service jointly. Any two or more regional educational service centers may join together to provide certain programs or services upon approval by the boards of the regional educational service centers involved. (1972, P.A. 117, S.6.)

Sec. 10-66g. Budget and projected revenues statement. Annual audit. Each board of a regional educational service center shall submit a yearly budget and projected revenue statement to each participating board of education. The accounts and financial records of all boards of regional educational service centers shall be audited annually in the same manner as the accounts of town or regional boards of education and copies provided to each participating board of education (1972, P.A. 117, S.7.)

Sec. 10-66h. Annual evaluation of programs and services. Any board of a regional educational service center shall annually, following the close of the school year, furnish to each participating board of education an evaluation of the programs and services provided by the board of the regional educational service center. (1972, P.A. 117, S.8.)

Sec. 10-66i. Applicability of statutes. Receipt of prior payments and reimbursement funds. All state statutes concerning education, including provisions for eligibility for state aid, shall apply to the operation of regional educational service centers insofar as they are relevant. The board of a regional educational service center shall be empowered to receive such prior payments and reimbursement funds, local, state or federal, as each participating town or regional board of education may authorize on its own behalf. (1972, P.A. 117, S.9.)

Sec. 10-66j. State board to encourage and assist centers. The state board of education shall encourage the formation of regional educational service centers and shall furnish assistance to regional educational service centers in carrying out the provisions of this part. (1972, P.A. 117, S.10.)

Sec. 10-66k. Revocation of participation. Any participating member of a board of a regional educational service center may revoke such participation by giving notice to such board of its intention to terminate its participation at least six months prior to the start of the fiscal year beginning July first. (1972, P.A. 117, S.11.)

Sec. 10-66l. Boards of education may join center within or outside area. Boards of education within an area may join any regional educational service center established therein. Boards of education outside the area in which the center is located may join the center upon approval of a majority of the boards which are members of the center at the time the application to join is filed with the center. (1972, P.A. 117, S.12.)

TITLE 10, CHAPTER 166, PART II: SUPERINTENDENTS AND SUPERVISING AGENTS

Sec. 10-158a. Superintendent for more than one town. Cooperative arrangements among towns. (a)...(b) Any two or more boards of education may, in writing, agree to establish cooperative arrangements to provide special services, programs or activities to enable such boards to carry out the duties specified in the general statutes. Such arrangements may include the establishment of a committee to supervise such programs, the membership of the committee to be determined by the agreement of the cooperating boards. Such committee shall have the power, in accordance with the

terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust for the appointing boards; (4) employ personnel; (5) enter into contracts, and (6) otherwise provide the specified programs, services and activities. Personnel employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district. (c) Any board of education may withdraw from any agreement entered into under subsection (a) or subsection (b) if, at least one year prior to the date of the proposed withdrawal, it gives written notice of its intent to do so to each of the other boards. If, upon withdrawal by one board of education, two or more boards of education continue their commitment to the agreement, such committee may continue to hold title to any real or personal property given to or purchased by the committee in trust for all the boards of education which entered the agreement, unless otherwise provided in the agreement or by law or by the grantor or donor of such property. Upon dissolution of the committee, any property held in trust shall be distributed in accordance with the agreement, if such distribution is not contrary to law. (1961, P.A. 544, S.1,3; 1963, P.A. 449; February, 1965, P.A. 391, S.1; 1967, P.A. 160, S.1; 1969, P.A. 333, S.1,2.)

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CONNECTICUT EDUCATIONAL SERVICE CENTER DIRECTORS

ACES	Mr. Peter C. Young 800 Dixwell Avenue New Haven, Conn. 06511	572-9967
CES	Dr. Peter Wilner 11 Allen Road Norwalk, Conn. 06851	847-3873
CREC	Dr. John Allison, Jr. 800 Cottage Grove Road, Bldg. #2 Bloomfield, Conn. 06002	243-8923
LEARN	Mr. Francis D. Robinson Island Avenue School Madison, Conn. 06443	245-1301
NARES	Mr. Leland F. McElrath P.O. Box 436 Route 205, West Main Street Wauregan, Conn. 06387	774-7519
RESCUE	Mr. Russ Butera Hut Hill Road Bridgewater, Conn. 06752	354-2218

About the Author

Dr. Frank R. Yulo is Professor of Education in the Administration and Supervision Department at Southern Connecticut State College in New Haven.

He has more than 25 years experience as a teacher, high school principal, curriculum coordinator, assistant superintendent and superintendent.

In the 60's, while serving as Superintendent of the Old Lyme schools and as President of the Shoreline Superintendents Association, Dr. Yulo was a prime mover in the creation of Project LEARN. Personal contact with the USOE while in Washington resulted in early planning grants and follow-up funding.

His interest in educational service centers continued while serving as Superintendent of the Hamden Public Schools where he was involved in the formation of ACES. During this same period, he helped create the Suburban and Shoreline Educational Computer Center and actually served as its director for a period of time.

Dr. Yulo's interest in cooperative efforts also led to the development of the Hamden-New Haven Cooperative Education Center and to the construction of four model open-space, team-teaching elementary schools in Hamden.

In his capacity as a professor, he serves as a consultant to several federal and state agencies as well as to a number of school systems throughout New England.

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For information about additional copies, please contact:

Dr. Frank R. Yulo, Study Coordinator
Administration and Supervision Department
Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut 06515